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ABSTRACT

This report is concerned with systems useful for observing parent-child behavior. Part I. discusses observations in contrived situations, unstructured situations; in neighborhoods, laboratory, home and classroom. The paper details the point-time sampling approach, intersession rating procedure, anecdotal records, diary descriptions, (topical and comprehensive) and narrative summaries. In Part II., basic observational procedures are presented, along with thirteen conducted experiments involving Mother/Infant, Mother/Child. The methods used in testing for verbal expression, cooperation with tutor, anxieties, lax control of the child, hostile involvements and interest in the child's education, are outlined and evaluated. An annotated bibliography is included. (RH)

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SYSTEMS FOR OBSERVING PARENT-CHILD INTERACTIONS

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PREFACE

The purpose of this paper is to describe systems useful for observing parent-child behaviors. These systems have not been reviewed elsewhere. Therefore, systems described in reviews by Wright (1960), Lytton (1971), and Gordon and Jester (in press) are not included. Also, systems which are to be included in the forthcoming review now being worked on by the staff of Research for Better Schools, Inc. will not be examined here.

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Part I: PARENT-CHILD OBSERVATIONAL PROCEDURES

Direct Observational Procedures

In this paper systems are examined which would be useful for the observation of behaviors which take place between parents and their children; the behaviors themselves may occur either in the home or in the laboratory setting. A fundamental characteristic of all direct observational procedures, regardless of where the observations take place, is their emphasis upon overt behavior, including expressive or coping behaviors that can be seen, heard, or otherwise perceived by the human or mechanical recorder. Covert behaviors, or the inner mental life of a child or teacher (perceptions, attitudes, feelings, or intents for interactions) are not directly observable and must, therefore, be inferred from overt behaviors, or assessed by other means. The fact that direct observational techniques relate to the recorder's perception of emergent behaviors and not to his impressions of past behavior serves to distinguish such procedures from behavioral trace procedures.

Direct observational procedures may be concerned with behaviors as they occur either under naturalistic or controlled situations. Naturalistic observations are concerned mainly with viewing the parent and child as they interact in their everyday environment, where behaviors can unfold naturally and are not directly influenced or caused by the observer or his cohorts. Two of the techniques described below, observations in unstructured environments and observations in selected situations, may be regarded as naturalistic

observational techniques. The technique known as observations in contrived situations is a controlled observation technique. In controlled observations the environment is "subtly" modified by the observer in such a way that behavior of interest to the observer may be elicited from S; Weick (1968) called this approach "tempered naturalness." As seen in Figure 1, techniques belonging to observations in selected situations and to observations in contrived situations are best suited for observing parent-child behaviors.

Observations in unstructured environments are concerned with situations in which the subject moves freely about his everyday environment (e.g., his neighborhood) unrestricted by the observer. Such behavior is usually assessed by any number of different types of "trailing" techniques, usually referred to as specimen description techniques (Wright, 1960). These techniques involve following subjects and recording (usually in a detailed sequential narration) predominant modes of response to various situations encountered. The specimen description technique can also be used in the home, classroom, or laboratory situation. This paper will not be concerned with such systems but will focus on the two basic observational procedures that follow.

Observations in contrived situations refer to techniques designed to assess behaviors in specially designed situations that are intended to elicit responses of interest. Weick (1968) indicated that there are several reasons why an investigator might decide to modify a natural setting, but basically it is because he cannot afford to just wait for something relevant to happen. Techniques

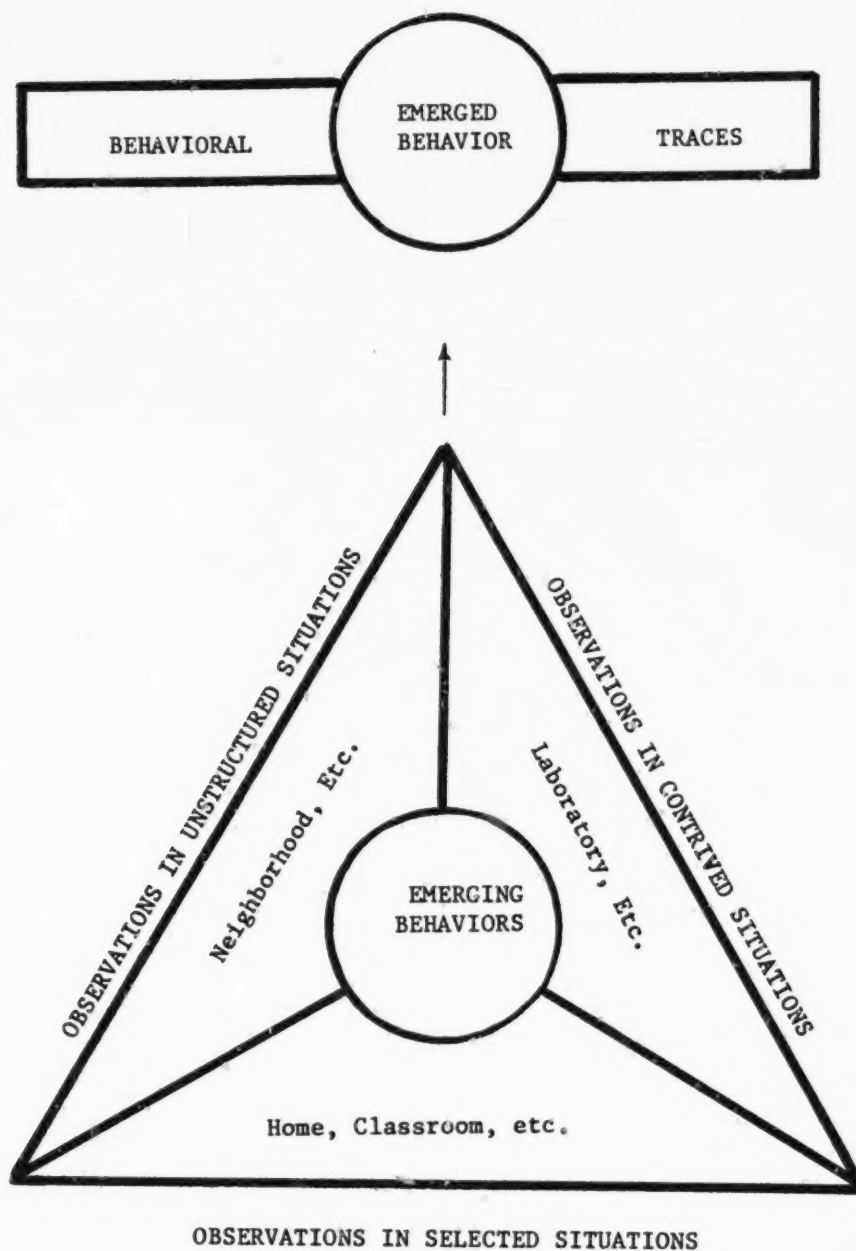


Figure 1. Basic Observational Procedures

used for observations in contrived situations also provide more control and results may be generalizable to other similar conditions. The study conducted by Hess and Shipman (1967) in which mothers are given specific tasks (e.g., an eight block sort) to teach to their children and then the interactional behavior between mother and child is recorded is an example of an observations in contrived situations technique. Often, the true purpose of the modified situation is hidden from the individual subject and he is not aware (or it is intended that he should not be aware) that he or she is being observed for the sake of gathering data in respect to his behavior. The "candid camera" developed contrived situations and filmed the responses of Ss who were unaware that their behaviors were being recorded. However, such subterfuge is seldom possible when the parent is to interact in a particular way with her child (e.g., the parent may be given a "role" to follow like teaching something to her child).

Observations in selected situations refer to a class of techniques that are designed to assess behavior in given situations (e.g., in the home, in the classroom, in the playground, in the waiting room to the laboratory, etc.) Such procedures often are employed because many interesting behaviors occur frequently under certain conditions but seldom under others. Also, researchers are vitally concerned with the interactive behavior between parents and children in a variety of specific situations.

Collecting Observations in the Laboratory and in Selected Situations

Weick (1968) distinguishes between two processes basic to the observational process: recording and encoding. By "recording" he means that "...a considerable portion of observational research consists of making extensive records of events which at some later time are subject to analysis" (p. 361). By "encoding" he meant "...the simplification of records through ratings, categories, or frequency counts" (p. 361). In an earlier paper (Coller, 1972) we argued that this distinction does not do justice to the observational process which uses encoding techniques as recording procedures. Another way of looking at these processes was presented, Webb et al (1966), for example, speaks of "accretion" as a process whereby materials are "deposited" and later examined by behavioral trace measures. This serves as an arresting distinction and is one of which researchers should be more aware. Regardless of the methods employed, the initial collection of observational data employs direct observational procedures, and the analysis of already-collected data employs behavioral trace procedures. In any event, the term "accretion" refers to any process whereby behavioral data is gathered or recorded for future analysis. It does not matter then whether the data was encoded or not at the time of accretion.

Data Accretion Devices

Interactive behaviors can be witnessed live by an observer or recorded mechanically by a technician using, for example, the new video-tape recorder. Behaviors observed live may be encoded on-the-scene or otherwise described to be processed later at a time more

convenient to the data processor. Regardless of approach, the end result is the accretion of data (i.e., the accumulation of data) that is to be analyzed descriptively or inferentially at some future time. There are ten basic accretion devices by which observational data may be "deposited" physically; they are: (1) cinematic, (2) audient, (3) photographic, (4) typographic, (5) miscellaneous mechanical devices, (6) self-as-instrument, (7) diagrammatic, (8) notational, (9) marking, and (10) written. These ten basic categories of data accretion devices can be combined to form an even larger set of accretion devices. Examples of these systems have been described by Collier (1972).

Implementing Data Accretion Devices

It's one thing to choose an accretion device but another to employ it reliably in the home or laboratory. How to implement data accretion devices is a question the developer of an observational instrument must face. Wright (1963) and Gordon and Jester (in press) have dealt with this issue. For example, Wright attempted to schematize methods used in observational child study. He listed six basic methods: diary description, specimen description, time sampling, event sampling, trait ratings, and field unit analysis. These methods could be distinguished from one another on the basis of "continuum coverages", "material coverage," "recording technique," and "analysis procedure." Gordon and Jester (in press) have added to the number of basic methods by first dividing the time sampling category into "time/signs," and "time/categories" and by adding

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"level of cognitive interaction." An alternative to these approaches also was provided by Collier (1972).

Basically, the matrix displayed in Table 1 is described by two dimensions: a set of data systems and a set of sampling units. There are three fundamental data systems: field, sign, and category. Field data systems refer to those situations in which the observer is not pre-set by instruction to look for and assess specific behaviors. The observer, in this case, is to respond to field forces and describe, within pre-determined limits, all that occurs.

Sign data systems refers to those approaches during which O lists "beforehand a number of specific acts or incidents of behavior which may or may not occur during a period of observation" (Medley & Mitzel, 1963, pp. 298-299). O, however, is pre-set in the sign system to look only for certain behaviors. We distinguish between two types of sign systems: the discrete and the hierarchical. Sign/discrete systems refer to those observational schedules whose categorical boundaries do not approach the equal-appearing interval type of scale. The categories in the sign/discrete system often are orthogonal to one another and cannot be construed as belonging to the same continuum. The sign/hierarchical systems also tend to have discrete categories but a clear representation of a hierarchy or taxonomy is present in the items. (Note that a debate still exists as to whether or not the evaluative dimension of the cognitive taxonomy (Bloom, et al) is actually the highest level of cognition.)

Methods for Implementing Data Accretion Devices

Table 1.

Sampling Units	Time/Events	Events	Situational/Events
Data Systems			
Field Systems	Commentary	Anecdotal Records (critical incidents) Diary Description (topical) Commentary	Specimen Description Diary Description (comprehensive) Field Unit Analysis Participant Observation Narrative Summaries
Sign/Discrete Systems	Time Sampling	Behavioral Checklists Anecdotal Records (formatted)	Behavioral Checklists Event Sampling
Sign/Hierarchical Systems	Time/Domain Sampling	Point-time Sampling	X
Category/Discrete Systems	Point-fixed time Sampling Time Sampling	Point-time Sampling	Event Sampling Point-time Sampling
Category/Hierarchical Systems	X	Point-time Sampling	Event/Domain Sampling Point-time Sampling
Category/Interval Rating Systems	Point-fixed time Sampling Intrasection Ratings	Point-time Sampling Interession Ratings	Interession Ratings Postsession Ratings (Trait ratings)

Category data systems refer to the attempt to limit the observation to one general aspect of classroom behavior. The procedure, as described by Medley and Mitzel (1963) is to "construct a definite set of categories, into one and only one of which, every unit observed can be classified" (p. 298). The matrix shown in Table 2 indicates that there are three types of category systems: discrete, hierarchical, and interval rating. Discrete category systems refer to those observational schedules whose categorical boundaries do not approach the equal-appearing interval type of scale. The categorical boundaries of the hierarchical type of category systems also tend to be discrete, but a clear representation of a hierarchy or taxonomy is present. The interval rating type of category system provides the observer with scales that tend to approach the equal-appearing interval type.

In general, a category system differs from a sign system in that the category system is supposed to be exhaustive of behaviors of the type to be observed. Both the category and sign systems differ from field systems primarily because the C is pre-set in the sign and category systems to look at specific predetermined behaviors.

The sampling unit dimension is divided into three factors: time/events, events, and situational/events. The use of events in all three factors is to acknowledge that regardless of what sampling plan is employed by 0, the basic unit of analysis is a behavioral action--an event. When 0 samples behavior using the "time/event"

factor, he typically employs a fixed time for obtaining an observation: only those behaviors occurring during a fixed time unit are treated as data. If the sampling unit is the "events" factor, 0 will describe, check, code, and/or rate only when a critical, topical, or specified event occurs. Observations terminate for the target persons when the event occurs. The situational/events factor refers to a sampling plan during which time is a variable and the observation terminates only after some specified situation ends--the lesson mother is teaching the child, for example. We may find, however, that the time/events--and the events-type sampling units are employed within a defined situation. For example, a time sampling procedure may be used during the entire time the parent and child are in the laboratory setting. The distinction between these should be kept in mind.

Wright (1960) and Collier (1972) have described a number of the observational procedures listed in Table 1 and we will not fully duplicate that effort here. We will, however, attempt to provide some examples of systems now in use, which tend to exemplify these procedures.

Time sampling has been described as a procedure in which 0 records the presence or absence of certain behaviors within short uniform time intervals. Parent-child interaction instruments using this procedure are, for example, the Vocalization-Interaction Scale (Lewis, undated) and Mother as Teacher (Olmsted and Jester, in press).

In the time/domain sampling procedure, as in the events/domain sampling technique behaviors that are hierarchical in nature are considered for observation. When using the time/domain sampling procedure 0 is concerned with the presence or absence of the listed

taxonomic behaviors over a short, though often repeated, uniform time interval. The frequency by which taxonomic related behaviors occur in a given situation is recorded for events/domain sampling procedures.

The point-time sampling plan should be more familiar to the reader than the point-fixed time sampling plan (Coller, 1972). The classroom observation systems developed by Katz (1969) and Wilensky (1966) are good examples of the point-time sampling approach. In this procedure O examines the behavior of the target person only long enough to be sure what the behavior is, then codes the behavior, and then moves on to the next S on a list. The same principles operate in the point-fixed time sampling procedure, except that the time O is to observe S is fixed (but is usually an adequate amount of time).

Wright (1960) defined "trait ratings" as a process that "selects dimensions of behavior and bases judgments about them on observations during extended sequences of behavior" (p. 75). Postsession ratings are instruments defined by the above. Parts of the Mother as Teacher (Live Observation) as developed by Olmsted (Olmsted and Jester, in press) use a postsession rating procedure. Also, the Infant Education Research Inventories (Schaefer and Aaronson, undated) use this procedure as well as the intrasession rating procedure. The latter type techniques are used during an observation session and sometimes with a time sampling format. The intersession rating procedure, best exemplified by the Combs and Soper (1963) self-as-instrument approach, has O modify his rating of S over repeated sessions.

The anecdotal records (critical incidents) procedure is almost self-explanatory. O, usually a teacher, records at uneven intervals those behaviors of S that make an impression. An alternative to this is the anecdotal records (formatted) as developed by Goodlad, Klein, and Associates (1970). In this procedure O was supplied with a list of topics to observe. Such a procedure tends to create a "closed" system and provides different kinds of data than that obtained by the anecdotal records (critical incidents) procedure.

When O records certain types of behaviors that make an impression upon him, but does so systematically, we call such a procedure the diary description (topical). The diary description (comprehensive) is a procedure that is used to record any type of behavior on a systematic basis. For example, Baumrind (1967) used the selective narrative record procedure (Lytton, 1971) which is designed to select only certain aspects of an interaction. The specimen description (Barker and Wright, 1955) provides a complete record of the behavior observed. The narrative summaries (Lytton, 1971) is designed to provide a narrative-type summary of the behavior observed (Baldwin et al., 1949). Often, after a given time has passed or after an event occurs, O provides some additional commentary in order to clarify even more the situation.

Events sampling procedures are procedures in which the type, frequency, or duration of specified discrete behaviors is recorded over the length of a specified situation that often has a time base. The Mother-Child Interaction Scale (Apfel et al, 1970) uses the events sampling procedure.

Part II. PARENT-CHILD OBSERVATION SCHEDULES: DESCRIPTIONS

1. Mother-Child Interaction Scale
2. Mother-Child Interaction Coding Schema
3. Busse Teaching Interactions Scores
4. ISIS Reciprocal Category System
5. Parent as Reader Scale
6. Vocalization-Interaction Scale
7. Infant/Caretaker Behavior Scales
8. Mother as Teacher (RCS)
9. Mother as Teacher (Live Observation)
10. ISIS Adult-Infant Interaction Schedule
11. Infant Education Research Inventory: Mother's Behavior with Tutor and Child During Tutoring Sessions
12. Infant Education Research Inventory: Behavior of Mother of Tutored Child at Completion of Project (K Form)
13. Mother Teaching Styles Scales

1. MOTHER-CHILD INTERACTION SCALE

Nancy Apfel, Itty C. Barnett, Geraldine Kears, and Jeane C. Watts

TYPE OF INSTRUMENT. The instrument makes use of both sign/discrete and category/discrete systems with an events sampling plan. Sometimes frequency counts are employed and sometimes a time-duration count is used.

USAGE. The scale has been used to assess mother-child interaction of 1 -2 year olds and 2 -3 year olds.

VARIABLES. The scale is composed of five sub-scales: (1) developmental concern; (2) who initiates the interactions; (3) mother encouraging or discouraging behaviors; (4) mother's interactive techniques; and (5) the success of the mother's attempt to influence the child's behavior.

INSTRUMENT DESCRIPTION. Essentially, the scale is designed to distinguish the form from the content of the mother's behavior. The concern scale has twelve categories of behavior, the duration of which is obtained. The techniques scale contains fourteen dimensions of behavior.

SAMPLE ITEMS. Developmental concern: (1) cognitive: verbal learning; (2) cognitive: perceptual, fine motor learning; (3) social behavior, positive; (4) social behavior, negative; (5) health, basic care; (6) enjoyment - mastery exploration: gaining information from physical environment; (7) enjoyment - mastery exploration: gaining information from play, toys; (8) imagination; (9) affection; (10) practical household skills; (11) gross motor learning; and, (12) purposelessness.

PSYCHOMETRIC DESCRIPTION. Four observer-pairs took part in the reliability study. Five methods of computing the concerns sub-scale were used (e.g., protocol agreement, interaction agreement - exact time, interaction agreement - rounding and displacement). Overall agreements were in the upper 70's.

COMMENTS. None.

AVAILABILITY. See below.

REFERENCES. Apfel, N., Barnett, I.C., Kears, G., and Watts, J.C. Mother-Child Interaction Scales: Conceptual status, scope and reliability. Pre-School Project, Harvard University, (Unpublished mimeo, 1970).

2. MOTHER-CHILD INTERACTION CODING SCHEMA

Wanda C. Bronson

TYPE OF INSTRUMENT. This instrument uses the category/discrete system combined with a continuous events sampling plan lasting one-half hour. Only "interactive" events were sampled.

USAGE. In developmental stages.

VARIABLES MEASURED. Signalling behavior is assessed in the child while the mother's response to such behavior is assessed in the mother.

INSTRUMENT DESCRIPTION. The instrument is designed to code (grossly) mother-child interactive themes, but not the length of particular types of interactions. The focus is on who does what to whom under what circumstances. Thus, the coding system requires the child's signal pattern and the context within which it occurred to be specified. The organization of maternal behaviors within the coding system focuses on what emerged as the four major functions which the mother serves vis-a-vis her baby: controlling; teaching-informing-shaping; caretaking; and, socializing. The coding system is divided into six major sections: time/distance; child's signal to mother; context referent; mother's behavior to child; child's behavior to mother; and, mother's language.

SAMPLE ITEMS. Child. B's signal to M: Coding involves a simple classification of B's behavior (e.g., presence of regard, vocalizations, words, movements toward, and specific action patterns directed to M). Mother. Control: Accedes; controls-denies; controls-prohibits; and, intervenes physically.

PSYCHOMETRIC DESCRIPTION. None reported.

COMMENTS. This instrument is still in the developmental stages and is therefore subject to change.

AVAILABILITY. See below.

REFERENCES. Bronson, W.C. Playsession behavior: Mother-child interaction and baby's social behavior codebook. Berkeley, California: Institute of Human Development, University of California, (Unpublished mimeo, 1972).

3. BUSSE TEACHING INTERACTIONS SCORES

Thomas V. Busse

TYPE OF INSTRUMENT. Busse employed the Hess and Shipman (1967) parent-child teaching tasks but developed his own scoring systems. A time/events sampling plan, consisting of a continuously activated 1- second recording interval over 16-minute, was used to collect all the data. Both sign/discrete and category/discrete systems were used.

USAGE. The instrument was used to record the teaching activities of mothers and fathers with their children. The data was then examined in respect to "flexible-thinking" scores obtained from the children, aged 10-13.

VARIABLES MEASURED. A number of independent scales were developed: nonverbal, adequacy of orientation, initial approach, parental behaviors. Additional scores were computed for the number of words used by the parent and the ratio of parent to child words.

INSTRUMENT DESCRIPTION. The instrument consisted of four independent coding scales and two additional scores which were obtained from a count of words on a typed transcript. One category was scored only during the first two fifteen-seconds coding intervals; another only during the first four intervals.

SAMPLE ITEMS. Nonverbal behaviors: smiling, frowning, manipulating, pointing.

PSYCHOMETRIC DESCRIPTION. Some inter-rater reliability data is reported but not all in the same manner, not for all categories, and not overall for a given category. Most correlations presented were sufficiently high to indicate that some scales would be reliable.

COMMENTS. None.

AVAILABILITY. See below.

REFERENCES. Busse, T.V. Childrearing antecedents of flexible thinking. Chicago, Illinois, The Institute for Juvenile Research, University of Chicago (Unpublished manuscript, undated.)

4. ISIS RECIPROCAL CATEGORY SYSTEM

I.J. Gordon, R.E. Jester, P.P. Olmsted, I.D. Welch, G. Weld, and G. Ethridge

TYPE OF INSTRUMENT. A category/discrete system is combined with a time/events sampling plan. The time sampling procedure was employed.

USAGE. Used in an infant stimulation study, N=200, to code three-way interactions between a trainer, a parent, and the infant.

VARIABLES MEASURED. Behavior was coded into one of twelve categories related to interactive behavior: warms, accepts, amplifies, elicits, responds, initiates, directs, corrects, cools, silence, confusion, infant sleeping.

INSTRUMENT DESCRIPTION. The mother or trainer was assigned a simple task to teach to an infant. The instrument was especially useful for assessing trainer-mother behaviors, then mother-child interactions (or, the parent educator - parent-infant trial). Data was gathered by use of a video-tape recorder and later coded at a three-second rate for fifteen minutes.

SAMPLE ITEMS. Warms: baby smiles, laughs, gurgles, coos, etc.; including self-reinforcing behavior.

PSYCHOMETRIC DESCRIPTION. None reported.

COMMENTS. The categories were adapted from Ober's (1968) RCS instrument. Items describing infants' behaviors were completely redefined.

AVAILABILITY. Ira J. Gordon, Institute for Development of Human Resources, 513 Weil Hall, University of Florida, Gainesville, Florida, 32601.

REFERENCES. Gordon, I.J., and Jester, R.E. Instructional strategies in infant stimulation. Gainesville, Florida: Institute for Development of Human Resources, University of Florida, (Unpublished mimeo, 1970).

5. PARENT AS READER SCALE

B.J. Guinagh and R.E. Jester

TYPE OF INSTRUMENT. This scale combines the category/discrete system with the situational/events sampling plan. An intrasession rating procedure is used.

USAGE. Used in Parent Child Centers with parents and their children (average age 2 years, 11 months).

VARIABLES. The ten dimensions selected were assumed to be related to positive growth in children and were concerned with the way in which the mother read to her child.

INSTRUMENT DESCRIPTION. The parent is asked to show her child a book containing brightly-colored pictures. Ten different rating scales were developed, each having a possible score of from 1 to 5.

SAMPLE ITEM. What kind of feedback does the parent give the child?: (1) No opportunity for feedback, (2) No feedback to child even though it was needed, (3) Only negative feedback given, (4) Some feedback given, and (5) Feedback used with expansion and/or repetition.

PSYCHOMETRIC DESCRIPTION. Mean scores on scales provided.

COMMENTS. This instrument is still in the developmental stages.

AVAILABILITY. B.J. Guinagh, Institute for Development of Human Resources, 520 Weil Hall, University of Florida, Gainesville, Florida 32601.

REFERENCES. Guinagh, B.J., and Jester, R.E. How parents read to children. Theory Into Practice (in press)

6. VOCALIZATION-INTERACTION SCALE

Michael Lewis

TYPE OF INSTRUMENT. This instrument uses the category/discrete system with the time/events sampling plan.

USAGE. With infants.

VARIABLES MEASURED. Vocalization behavior.

INSTRUMENT DESCRIPTION. Data concerning the vocalization behavior of mothers and infants were collected every 10 seconds for a total of 720 successive 10 second periods.

SAMPLE ITEMS. Vocalization: neither mother nor infant vocalizes; infant vocalizes alone; mother vocalizes alone to infant; mother vocalizes alone to some other person; mother and infant both vocalize; and mother vocalizes to another person and the infant vocalizes.

PSYCHOMETRIC DESCRIPTIONS. Not available.

COMMENTS. None.

AVAILABILITY. Michael Lewis, Educational Testing Service, Princeton, New Jersey.

REFERENCES. Freedle, R., and Lewis, M. Application of Markov processes to the concept of state. Princeton, New Jersey: Educational Testing Service, (Unpublished mimeo, undated).

7. INFANT/CARETAKER BEHAVIOR SCALES

Diane Lusk and Michael Lewis

TYPE OF INSTRUMENT. The instrument employs a sign/discrete system with a time/event sampling plan.

USAGE. Used in Africa to study mother-infant behavior in ten families.

VARIABLES MEASURED. Six infant and five adult behaviors were recorded--for infants: fret/cry, extreme movement, look, vocalize, smile, and touch; for adults: touch-gross, touch-fine, vocalize, smile, and approach.

INSTRUMENT DESCRIPTION. Behaviors were recorded in sequence, each behavior receiving a number according to its order of occurrence within a ten-second time column. Four hours of data were collected.

SAMPLE ITEMS. See above.

PSYCHOMETRIC DESCRIPTION. None supplied.

COMMENTS. None.

AVAILABILITY. See below.

REFERENCES. Lusk, D., and Lewis, M. Mother-infant interaction and infant development among the Wolof of Senegal. Princeton, New Jersey: Educational Testing Service (Unpublished mimeo, 1971).

8. MOTHER AS TEACHER (RCS)

Patricia P. Olmsted

TYPE OF INSTRUMENT. A combination of a category/discrete system with a time/event sampling plan. A time sampling procedure was used.

USAGE. Seventy-one mothers were sampled in a research study. Also, the instrument is being used in the evaluation of the Florida Model Follow-through Program.

VARIABLES. Basically, the instrument assesses mother talk: praises; accepts; questions (amplification); questions (closed); questions (open); responds; initiates and directs (specific); initiates and directs (nonspecific); corrects; rejects; and block placement.

INSTRUMENT DESCRIPTION. A modified version of the Hess and Shipman (1967) eight block sort task is used as the vehicle to collect data. An audio tape is obtained and categories are coded every three seconds for twenty minutes. Fifteen categories are used in order to exhaust all possibilities (e.g., machine click; silence).

SAMPLE ITEMS. Questions (closed): Asks a question or requests information with intent that the other should answer verbally. This type of question usually has one correct answer. Requires a verbal response.

PSYCHOMETRIC DESCRIPTION. Os scored the same tapes until an inter-judge level of over 80% agreement was reached; then inter-judge reliability was checked periodically.

COMMENTS. A modification of Ober's (1968) RCS instrument.

AVAILABILITY. Patricia Olmsted, Institute for Development of Human Resources, 520 Weil Hall, University of Florida, Gainesville, Florida 32601.

REFERENCES. Olmsted, P.P., and Jester, R.E. Mother-child interaction in a teaching situation. Theory Into Practice (in press).

9. MOTHER AS TEACHER (LIVE OBSERVATION)

Patricia P. Olmsted

TYPE OF INSTRUMENT. A number of different procedures are employed. Basically, however, the instrument uses the sign/discrete system with either event or situational/events sampling plans. Events sampling and postsession rating procedures are used.

USAGE. The instrument was used in a research study, N=71, and as an instrument to evaluate the Florida Model Parent Education Program.

VARIABLES. The instrument examines a number of dimensions related to the mother's role in teaching: introduces task, correction procedures, control system, and teaching behavior.

INSTRUMENT DESCRIPTION. A modified version of the Hess and Shipman (1967) Eight Block Sort Task was used as a means of instigating mother-child teaching behaviors. Behaviors are coded during the session and immediately afterwards.

SAMPLE ITEMS. Corrective techniques: (1) mother moves block without reason, (2) mother moves block with reason, (3) mother asks child to move block without reason, (4) mother asks child to move block with reason, (5) mother does not correct the child.

PSYCHOMETRIC DESCRIPTION. Inter-rater agreement was reported as being reasonably high.

COMMENTS. None.

AVAILABILITY. Patricia P. Olmsted, Institute for Development of Human Resources, 520 Weil Hall, University of Florida, Gainesville, Florida 32601.

REFERENCES. Olmsted, P.P., and Jester, R.E. Mother-child interaction in a teaching situation. Theory Into Practice (in press).

10. ISIS ADULT-INFANT INTERACTION SCHEDULE

Patricia P. Olmsted and R. Emile Jester

TYPE OF INSTRUMENT. This schedule employs a sign/discrete system with a situational/event sampling plan.

USAGE. The schedule was used to assess mother-infant behaviors in a parent education program. The children ranged in ages from 3 months to 1 year.

VARIABLES MEASURED. Infant attention and mother's physical and vocal attention-getting behaviors.

INSTRUMENT DESCRIPTION. The mother was provided with a simple task to teach her child and their interactive behavior was observed for the duration of the time they were together (usually 15 minutes). Frequency counts were made of the mother's behavior, but the infant's (attention) was timed. This is a 20 item schedule.

SAMPLE ITEMS. Physical attention-getting behaviors: (1) physically re-positioned him, (2) talked while physically re-positioning, (3) fondled or lovingly touched, (4) talked while foundling or touching, and (5) did not get baby's attention.

PSYCHOMETRIC DESCRIPTION. Inter-judge agreement was found to be in the 70's and 80's.

COMMENTS. This instrument is still in the developmental stages and is, therefore, subject to change.

AVAILABILITY. R. Emile Jester, Institute for Development of Human Resources, 513 Weil Hall, University of Florida, Gainesville, Florida 32601.

REFERENCES.

11. INFANT EDUCATION RESEARCH INVENTORY: MOTHER'S BEHAVIOR WITH TUTOR AND CHILD DURING TUTORING SESSIONS.

Earl S. Schaefer and May Aaronson

TYPE OF INSTRUMENT. The inventory uses the category/discrete systems and the situational/events sampling plan. The postsession rating procedure is used.

USAGE. Not indicated, but apparently in same home intervention project.

VARIABLES MEASURED. Seventeen different variables are assessed: (1) positive attitude to tutor, (2) low involvement with child, (3) hostile detachment from child, (4) disorderliness, (5) verbal expressiveness with child, (6) lack of interest in child's education, (7) extensive involvement with child, (8) lack of verbal expressiveness with tutor, (9) interest in child's education, (10) hostile involvement with child, (11) neatness, (12) lack of verbal expressiveness with child, (13) negative attitude to tutor, (14) anxious involvement with child, (15) cooperation with tutor, (16) positive attitude to child, (17) verbal expressiveness with tutor.

INSTRUMENT DESCRIPTION. The tutor, when on a home visit, is asked to describe how the mother of the tutored child behaves. A four-point Likert scale is used for each of the 85 statements 0 is to rate. Each of the seventeen major categories has five items associated with it and many of the major categories are paired to represent a larger continuum (e.g., 6. lack of interest in child's education, and 9. interest in child's education.)

SAMPLE ITEMS. Anxious involvement with child: (1) is continuously watchful of child--afraid something might happen to him; (2) frequently expresses care and concern about the child, his health, his actions, etc.; (3) shows concern and uneasiness when child is to go outdoors with tutor or on a trip with her--may give her many instructions as to his care; (4) is constantly alert to the child's least sign of possible unhappiness or discomfort; and (5) protects child and cares for his needs much more than is necessary.

PSYCHOMETRIC DESCRIPTION. Inter-rater reliability ranges from a low of .32 to a high of .86. Three scales surpassed the .70 level.

COMMENTS. This instrument is still in the developmental stages and is subject to change. The authors treated the schedule reviewed as a pre-standardization copy.

AVAILABILITY. Earl S. Schaefer, National Institute of Mental Health, Bethesda, Maryland.

REFERENCES.

12. INFANT EDUCATION RESEARCH INVENTORY: BEHAVIOR OF MOTHER OF TUTORED CHILD AT COMPLETION OF PROJECT (K Form)

Earl S. Schaefer and May Aaronson

TYPE OF INSTRUMENT. This inventory makes use of the category/discrete system and the situational/events sampling plan. A retrospective trace report rating scale is employed as the data-gathering procedure.

USAGE. Not indicated, but apparently in same home intervention project.

VARIABLES MEASURED. Twenty-two different variables are assessed: (1) cooperation with tutor, (2) lack of verbal expressiveness with child, (3) firm control of child, (4) strict discipline of child, (5) inconsistency in behavior with child, (6) interest in child's academic education, (7) neatness, (8) lack of verbal expressiveness with tutor, (9) interest in child's school, (10) interest in child's non-academic education, (11) verbal expressiveness with child, (12) anxious involvement with child, (13) hostile detachment from child, (14) lax control of child, (15) lack of interest in child's education, (16) positive attitude to child, (17) disorderliness, (18) hostile involvement with child, (19) positive attitude to tutor, (20) extensive involvement with child, (21) lax discipline of child, and (22) verbal expressiveness with tutor.

INSTRUMENT DESCRIPTION. While this inventory is to be used as a retrospective trace report, similar data was collected by O during the life of the project. Each of the 110 statements is rated on a four-point Likert scale ranging from "very much like" to "not at all like." Five items are assigned to each of the twenty-two major categories, some of which are paired (e.g., (3) firm control of child, and (14) lax control of child).

SAMPLE ITEMS. Firm control of child: (1) sees to it that child knows exactly what he may or may not do; (2) has rules regarding child's behavior, and sticks to them; (3) gives child certain jobs and reminds him to do them--like keeping his toys or clothes in order, etc.; (4) usually knows where child is and what he is doing; and (5) directs child's behavior--doesn't let it get out of hand.

PSYCHOMETRIC DESCRIPTION. Not available.

COMMENTS. Review was of a pre-standardized copy. The instrument is in the developmental stages and is subject to change.

AVAILABILITY. Earl S. Schaefer, National Institute of Mental Health, Bethesda, Maryland.

REFERENCES.

13. MOTHER TEACHING STYLES SCALES

Ronald Wiegerink and David P. Weikart

TYPE OF INSTRUMENT. The instrument employed a category/discrete system with a situational/events sampling plan. An events sampling procedure was used.

USAGE. Used with 21 mothers to examine teaching styles as related to social class status.

VARIABLES MEASURED. This instrument was designed especially to assess differences in mother-teaching styles. Three basic categories comprise the scale: (1) information, (2) motivation, and (3) feedback requests.

INSTRUMENT DESCRIPTION. The Hess and Shipman (1967) eight block sort was used to examine mother teaching styles. Taped protocols were coded by dividing the mother's speech into code units. Each unit was then coded according to the three basic categories and seven subcategories.

SAMPLE ITEMS. Motivation: (1) Positive: references to enjoyment, achievement privileges, rewards, encouragements, reinforcement, etc.; and (2) negative: references to threat, warning, punishment, negative replies, correction, control, etc.

PSYCHOMETRIC DESCRIPTION. None provided.

COMMENTS. None.

AVAILABILITY. Ronald Wiegerink, George Peabody College for Teachers, Nashville, Tennessee 37203.

REFERENCES. Wiegerink, P., and Weikart, D.P. Measurement of mother teaching styles. Proceedings, 75th Annual Convention, American Psychological Association, 1967.

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POSTSCRIPT

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